

GENERAL EDUCATION—PART 2 of 3

Old Dominion University

EXPECTED OUTCOMES

*(completed form with all attachments should be sent to Judy Bowman,
Office of Academic Affairs, 2020 Koch Hall or e-mail to jbowman@odu.edu)*

General Education Requirement #2 Written Communication Skills 200 level

Request for: ☐ New course ☐ Course change ☐ Course inactivation ☐ Course recertification

Evaluate as: ☐ Skill ☐ Ways of knowing ☐ Writing intensive course ☐ Requirement met in major*

Met by the following course(s) (list SUBJ/CRSE# and TITLE):

***List and submit Part 2 and Part 3 attachments for all courses that will be used to satisfy the requirement**

Describe how each expected outcome will be met by this course or attach completed matrix. Use as much space as necessary (table will expand).

Expected Outcome (#2 Written Communication Skills 200 level)	This section must be completed for all courses that are used to meet the requirement		Complete only if reqmt is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Apply rhetorical knowledge by:</i> <ul style="list-style-type: none"> •Rhetorically analyzing and reflecting on the conventions and requirements in specific genres as shaped by audience or context •Identifying how rhetorical situations differ across communities and disciplines •Transferring their understanding of fundamental concepts of rhetoric and writing studies, techniques, and structures to their own texts by adjusting structure, content, diction, and tone •Transitioning between varied rhetorical situations, contexts, and mediums for a range of audiences and purposes 				

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<p><i>Expand critical thinking, research, reading, and information literacy skills by:</i></p> <ul style="list-style-type: none"> • <i>Expanding the close and critical reading strategies learned in ENGL 110 to include reading, annotating, understanding, and recognizing organizational patterns and types of support in scholarly and professional texts</i> • <i>Using writing as a tool for critical thinking and reflection, especially as it relates to understanding rhetoric and the principles of writing studies</i> • <i>Understanding the research process, including use of academic databases, locating primary and secondary research materials among library resources and evaluating them for relevance, credibility, sufficiency, accuracy, timeliness, and bias</i> • <i>Incorporating rhetorically appropriate sources into writing through primary research and/or data collection to emphasize the conversation between texts and how those texts relate to students' analysis and arguments</i> • <i>Critically and ethically utilizing online writing and research tools, like grammar checkers, bibliography creators and OpenAI language models, as they compose their research projects</i> 				

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<p><i>Develop transferable strategies for writing processes by:</i></p> <ul style="list-style-type: none"> • <i>Studying the foundational principles of Writing Studies and how they apply to students' development as writers in this course, their upper-level courses, and in professional work</i> • <i>Understanding strategies for academic and professional writing processes, including understanding the various stages of a research project, working on multiple drafts of a writing project, and learning to give and to act on productive feedback to works in progress</i> • <i>Adapting composing strategies to meet the rhetorical expectations of specific genres and reflecting on their employment of specific techniques and conventions</i> 				
<p><i>Further develop knowledge of conventions by:</i></p> <ul style="list-style-type: none"> • <i>Refining the understanding of linguistic structures, including grammars, punctuation, and spelling, and how these are tied to audience, context, and culture</i> • <i>Practicing genre conventions for structure, paragraphing, tone, and mechanics and how these vary according to audience and context in academic and professional discourse</i> • <i>Understanding the principles behind conventions of academic citation, including variance across disciplines and how to learn citation styles for various disciplines</i> 				

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<p><i>Develop skills for advanced study and professional success by:</i></p> <ul style="list-style-type: none"> • <i>Engaging rhetorical principles and considering their place within the production of professional texts</i> • <i>Exploring professionalization opportunities and resources available on campus, offered through their majors, and/or in the community, such as internships and Career Services</i> • <i>Using their understanding of rhetoric to cultivate ethos and inform their academic, public, and professional communication</i> 				
Attachments included:				